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ABSTRACT

The College of Education of the University of Maine at Orono, in the process of redesigning its teacher education program, conducted a study to give public school, elementary secondary teachers in the immediate area a chance to contribute ideas to the program. A questionnaire was distributed to teachers within 21 districts surrounding the university. Most of the 717 respondents were University of Maine graduates and taught kindergarten through eighth grade. Tables present data on respondent characteristics and responses to survey items. The results indicated that teachers felt that the teacher education program should be redesigned and that they wanted more involvement and input in teacher training. A large majority wanted increased and continuous communication about the program, and they wanted to have input into its design, objectives, and evaluation. Teachers cited student teaching and field experiences as the most helpful preservice experience. The least helpful preservice experiences included curriculum areas such as methods, general education, and theory courses. Eight recommendations pertaining to the University of Maine at Orono teacher education program involved: (1) more emphasis on feedback and evaluation; (2) development of and recruitment for a professional development component; and (3) further development and expansion of field experiences. Appended to this report are a copy of the questionnaire, lists of the respondents' most and least helpful preservice experiences, and a list of their perceptions of ways that inservice teachers could assist in the undergraduate preparation of teachers. (Author/FG)

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Attitudes of School Personnel Toward Redesigning The Teaching Education Program at the University of Maine at Orono

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U.S. DEPARTMENT OF EDUCATION
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A B S T R A C T

The College of Education of the University of Maine at Orono is in the process of redesigning the teacher education program. A comprehensive planning effort has been initiated to include feedback from all types of publics being served by the program. The purpose of this report was to give all teachers in the immediate area a chance to contribute ideas to the program. A questionnaire was distributed to all teachers within 21 districts surrounding the University. The results indicate that teachers want more involvement and input in teacher training. They want more continuous communication about the program, have input in the design, objectives of the program as well as take part in the actual instruction of students. Conclusions and recommendations are included as well as the verbatim responses to the most helpful experiences and least helpful experiences they had in their training as teachers.

The College of Education of the University of Maine at Orono is embarking under the direction of Dean Robert Cobb to redesign the teacher education program. A comprehensive planning effort has been initiated by the College of Education in conjunction with colleagues in the University, the public schools and the Maine State Department of Educational and Cultural Services to bring about fundamental changes in college programs for the preparation of teachers appropriate for the 1980's and 1990's.

The first objective in the process was to provide for a broad base of participation in the planning which requires involving constituencies from both on campus and off campus that have compelling interest in the preparation of teachers. One important group is the public schools within a short radius of the Orono campus.

The purpose of this report is to present just the results of a survey conducted prior to orientation meetings held in twenty different school units in the area. The previsitation surveys were distributed in the schools prior to the visit of Dean Cobb in order to direct the staff's attention to the purpose of the visit and also allow all staff members to have some input in the process in case they could not attend the orientation session.

An overall evaluation model has been designed to help evaluate the different components of the process of designing, developing and implementing the curriculum. This report is just one of a series of reports which will help provide information for decision making by the Planning Team.

PROCEDURE

A short one page questionnaire was designed to elicit attitudes and suggestions from the professional staffs in the area schools. A cover letter written by the Dean explaining the purpose of the survey was attached to the questionnaire. The instrument and letter are included in Appendix A.

The questionnaire contained some demographic items relating to the educational background, level of work, position, years of teaching experience of the respondents. There were six Likert type of attitude items on the project as well as three open ended questions on the preservice experiences that had been most helpful, least helpful. The third question was on ways that the teachers in the field might assist in the undergraduate preparation of teachers.

The staff members were asked to return the form to their building principal. The questionnaires were to be completed anonymously.

The Sample

As of June 17, 1981, 747 school personnel responded to the survey from twenty different unions, school administrative districts or individual units in the area of the University. The analysis is based upon 717 replies. Thirty forms came too late to be included in the analysis. There are approximately 1770 school personnel in the area. The response rate was 42 percent. The list of districts responding to the survey is included in Appendix B.

The respondents were primarily teachers. There were 630 (88%) teachers who replied. The breakdown of the sample is presented in Table 1. The second largest group were principals who accounted for four percent of the sample.

The educational background of the group is presented in Table 2. Fifty-four percent were UMO graduates, 28 percent graduates of other institutions

Table 1

Position of Respondents to Survey

Position	Number	Relative Percent
Teacher	630	.88
Coach/Teacher	3	.00
Supervisor	2	.00
Guidance Counselor	11	.02
Co-op/Voc. Ed. Teacher	3	.00
Librarian	10	.01
Principal	27	.04
Speech Therapist	9	.01
Reading Specialist	3	.00
Nurse	1	.00
Teacher Aid	13	.02
Superintendent	1	.00
Student Intern	1	.00
(Missing)	3	.00
	717	

Table 2

Educational Background of Sample

Institution	f	Adjusted Percent
UMO	(347)	(.54)
Bachelors (AB)	179	.28
Masters (MED or MA)	84	.13
Certificate of Advanced Study (CAS)	8	.01
Bachelors and CAS	4	.01
Bachelors and Masters	54	.08
AB, MEd, CAS	12	.02
Masters and CAS	6	.01
Other College in Maine	(176)	(.28)
Bachelors	166	.26
Masters	5	.01
Bachelors and Masters	5	.01
Out of State	(117)	(.18)
Bachelors	70	.11
Masters	18	.03
CAS	1	.00
Doctorate	1	.00
Bachelors and Masters	22	.03
AB, MEd, CAS	4	.01
Masters and CAS	1	.00
Missing	(77)	

of higher education in Maine and 18 percent were graduates of colleges or universities out of state.

The level of work of the respondents is presented in Table 3. About two thirds of the sample were employed in K - 8 while about one third worked in grades 9 - 12. The subject areas taught by the sample is included in Table 4. The mean years of teaching experience was 10.5 and the median 9.5. The distribution was bimodal with 5 years and 7 years having the highest number. The years of experience ranged from 0 (first year) to 46 years. Only eight percent of the sample were involved in degree programs at the present time (See Table 6).

THE RESULTS

The responses of the educators to the six items on teacher preparation are presented in Table 7. Ninety-one percent of the group agreed to some extent that teacher training procedures need to be redesigned for the 1980's and 1990's. Only two percent disagreed. Six percent had no opinion.

Eighty-six percent felt that teachers need to acquire new skills and techniques to be effective in the 1980's and 1990's. Eight percent were unsure and six percent disagreed.

Seventy-eight percent agreed that teacher preparation programs need to prepare a person as a specialist in the learning and teaching process. Ten percent disagreed and eleven percent were unsure.

Fifty-seven percent of the group concurred with the statement that teacher preparation programs need to prepare a person with a strong liberal arts background. Nineteen percent disagreed and twenty-four percent had no opinions.

Table 3

Level of Work of Respondents

	N	Relative Percent
No Response	41	.06
K - 4	233	.32
5 - 8	211	.29
9 - 12	199	.28
All	21	.03
K - 8	12	.02
	717	

Table 4

Subject Areas Taught By Teachers Completing Survey

	N	Relative Percent
All	298	.42
Social Studies	52	.07
Humanities	123	.17
Mathematics	54	.08
Science	48	.07
Physical Education	19	.03
Business	22	.03
Vocational/Technical	24	.03
Special Education	43	.06
Other	34	.05
	717	

Table 5

Years of Teaching Experience

Beginning	16		
1	27	21	9
2	25	22	5
3	26	23	8
4	35	24	5
5	59	25	10
6	37	26	8
7	59	27	10
8	47	28	4
9	33	29	3
10	43	30	9
11	29	31	2
12	38	32	0
13	28	33	1
14	24	34	1
15	23	35	0
16	17	36	1
17	24	37	1
18	16	38	1
19	11	39	1
20	16	40 and over	5

Mean	10.5
Modes	5.7
Median	9.5

Table 6

Current Enrollment in Degree Program

Response	N	Relative Percent
Yes	59	.08
No	602	.84
No response	56	.08
	717	

Table 7

Responses to Survey Items on Teacher Education in the 1980's

Item	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Teacher training procedures need to be redesigned for the 1980's and 90's	330 .46	323 .45	44 .06	10 .01	5 .01
Teachers need to acquire new skills and techniques to be effective in the 1980's and 90's	237 .33	379 .53	56 .08	32 .05	6 .01
Teacher preparation programs need to prepare a person as a specialist in the learning and teaching process	216 .31	335 .47	79 .11	59 .08	17 .02
Teacher preparation programs need to prepare a person with a strong liberal arts background	124 .18	278 .39	166 .24	122 .17	14 .02
Teacher preparation programs provide enough field based experiences	30 .04	67 .09	51 .07	341 .48	223 .31
Teachers in the field have a responsibility to provide input into the undergraduate preparation of teachers	192 .27	411 .58	72 .10	21 .03	14 .02

Only thirteen percent agreed that teacher preparation programs provided enough field based experiences. Eighty-one percent disagreed while seven percent had no opinion.

Eighty-five percent felt that teachers in the field have a responsibility to provide input into the undergraduate preparation of teachers. Five percent disagreed and ten percent had no opinion.

Least Helpful Experiences

The educators were asked to list the preservice experiences that had been least helpful in their teaching. A summary of the categories and themes listed by the teachers is included in Table 8. The majority of responses are included in the Curriculum category. The most negative item was methods courses (Ex: vague method courses that really don't teach methods at all. What a waste of time and money.) Next on the list would be "Education courses" The third item would be "Theory courses" (Ex.: Theoretical rather than practical courses proved to be of little value.) Specific courses also had negative ratings. The biggest offender was The Foundations of Education series (EdB2, EdB3, EdB4). History and Philosophy of Education courses were also not popular. Required courses were viewed negatively too.

A sample of comments is included in Appendix C. A second major category identified was the professor and his teaching. Lecture courses were viewed negatively by some. Teachers did not like to be taught by college teachers who never taught outside the college level or by unmotivated, uninteresting ones.

The third category was Field Experiences. This category had the fewest negative responses. It should be noted that student teaching was viewed as a negative experience by 11 respondents. Field Observation and visitations were viewed useless by 20 individuals.

Table 8

Experiences That Have Been Least Helpful in Your Teaching

Category/Theme	N
Curriculum Areas	
Method Courses	170
Education Courses	90
Theory Courses	56
History of Education	26
Philosophy of Education	18
Science	5
Music, Fine Arts	6
Liberal Arts Courses	16
Mathematics	2
Introductory Courses	5
Survey Courses	4
Philosophy	5
History	2
Literature	2
Block Courses	1
Mods	1
Foundations of Education	50
Psychology (Educational/Child)	8
Audio-Visual	2
Required Courses	26
Statistics	3
Educational Measurement	3
Teaching/Teacher	
Professors Without Public School Experience	8
Unmotivated, Uninteresting	7
Memorization Courses	3
Meaningless Assignments	1
Lecture Courses	11
Lesson and Unit Plans	5
Demonstration Lessons	2
Projects, Material Development	2
Poor Advisement	2
Field-Based Experiences	
Student Teaching	11
Observation and Visitation	20
Keeping Records	1

Most Helpful Experiences

The thematic analysis of most helpful experiences in teaching are listed ir Table 9. Eight categories were identified: Field Experiences, Work Experience, Experience with Youth, Curriculum, Institutes and Workshops, Professional Affiliation, Role Models, and Extra Curricular. The experiences having the most positive impact on teachers were the field experiences. About sixty percent of the respondents included some comment dealing with their student teaching experience. Practicum and Field Experiences involving work with children, schools, and the curriculum were listed by 110 individuals or 15 percent of the sample. Examples of the comments can be found in Appendix D.

The second category receiving the most comments was the curriculum experiences they had. A large number of courses are listed as being beneficial. Methods courses received the most nominations. Work experience and Experiences with Youth were also formative experiences. Having role models was important to a small number of teachers.

Input of Teachers to Undergraduate Preparation of Teachers

The ways teachers in the field might assist in the undergraduate preparation of teachers are summarized in Table 10. The verbatum comments of a random sample of educators is included in Appendix E. Six categories of themes were identified: Involvement in Field Experiences, Modeling, Involvement in Curriculum Development and Teaching, Communication, Self Improvement and Evaluation.

In general, the sample surveyed wants to be more involved in the design and implementation of the teacher education program. The involvement ranges from willingness to allow students to observe in their classrooms to supervising student teaching, from instructing small groups of students in teacher education to teaching methods courses.

Table 9

Preservice Education Experiences That Have Been Most Helpful in Teaching

Category/Theme	N
Field Experiences	
Student Teaching	425
Practicum and Field Experiences	110
Observation and Visitation	66
Internships, Apprenticeships	32
Substitute Teaching	40
In Class Experiences	30
Assisting Teachers	10
Work Experience	
Military Service	8
Summer Work	10
Teacher Aide, Assistant Teacher	8
Literacy Volunteer	1
Group Home	1
Adult Education Teacher	1
School Board Member	1
Business Experience	5
Nursery School Teacher	5
Sales Experience	3
Secretarial, Clerical	3
Head Start	5
Governess	1
Experiences With Youth	
Scouting	6
4-H Advisor	2
Campwork	20
Youth Groups	2
Bringing Up Children	20
Babysitting	2
Recreation Programs	18
Sunday School Teaching	18
Curriculum	
Liberal Arts Courses	21
Psychology Courses	30
Methods Courses	75
Fine Art Courses, Crafts	3
Children's Literature	15
My Major	20
Special Education	13
Behavior Management	10

Table 9 (continued)

Category/Theme	N
Curriculum (continued)	
Science	3
Drama	2
Creative Writing	2
Educational Measurement	10
School Law	5
Speech	4
Counsel Education	5
Institutes and Workshops	
Institutes, NSF, Economic, Schools Without Failure	5
Small Group Seminars	3
Workshops	25
Professional Affiliation	
Meetings of Professional Organizations	5
Journals in my Field	3
Role Models	
Job Shaddowing	2
Excellent Elementary and Secondary Teachers	12
Association with Colleagues	15
Working with Experienced Teachers and Specialists	5
College Advisors	4
Extra Curricular	
Travel	5
Wide Reading	3
Sports	4
General Extra Curricular Experience	3

Table 10

Ways Teachers in the Field Might Assist in the Undergraduate Preparation of Teachers

Category/Theme	N
Involvement in Field Experiences	
Letting Students Visit and Observe my Classes	100
Having Student Teachers, Being a Supervising Teacher	45
Advise Students	20
Guide Interns	18
Help Small Groups, Guide Students in Projects, Study	5
Modeling	
Job Shaddowing	5
Being a Role Model	2
Buddy System	2
Provide Video Tapes of Teaching	6
Involvement in Teaching, Curriculum Development	
Teach Methods Courses	30
Be Involved in Curriculum Development and Evaluation	55
Conduct Seminars, Forums, Workshops, etc.	110
Team with University Faculty to Teach	25
Teach Units on Discipline, Classroom Management	30
Serve on Advisory Committees	15
Help Define Competencies	5
Teach Planning Skills, Time Management	18
Teach Parent-Teacher Relations	10
Teach Budget Preparation	6
Teach Mini Courses	3
Exchange Positions with University Staff for Semester	5
Direct Independent Study	4
Communication	
Share Ideas That Work	35
Invite Professors to Attend Local Inservice Offerings	2
Be Open With Students About Realities of Job	30
More Communication With Supervisors, Participation in Future University-School Meetings	10
Complete Surveys, Needs Assessments	18
Help University Faculty Keep Up To Date	3

Table 10 (continued)

Category/Theme	N
Self Improvement	
Participate in University Inservice	15
Earning University Credit for Participating in Program	8
Evaluation	
Longer, More Field Experiences	30
More Classroom Exposure	70
Earlier Field Experiences	42
Broader Exposure to Levels and Schools in Student Teaching	10
More Student Teaching	28
More Interaction with Students and Faculty	27
Follow Through on Teacher Input by University Needed	6
Five Year, Intern Program Needed	12

The final category included was Evaluation. About one third of the respondents reacted to their perceptions of the current teacher education program and ways they perceived the program might be strengthened.

CONCLUSIONS

The responses to this survey indicate that there is support in the field for redesigning the teacher education program. The personnel in the field want more involvement and input in the process than they have had previously and are willing to take a more active part in the process. A large majority of respondents want more continuous communication about the program and to be able to have input on the design, objectives and evaluation of the program as well as take part in the actual instruction of students.

The responses to the survey need to be cautiously interpreted. The same courses, experiences, professors are viewed differently by different individuals. The perceptions may reflect stereotyped concepts of the University and professors. The program and staff has changed over time. The distance in time as well as geographic difference should be taken in consideration when evaluating the themes and content. A bulk of the respondents were University of Maine graduates. Their perceptions and potential contributions to teacher education might be limited by the experiences they have had in the program at the University.

RECOMMENDATIONS

1. There should be continuous utilization of the expertise that is available in the local schools.
2. The future program ought to include mechanisms for continuous communication, feedback and evaluation.

3. Off campus personnel need to be made more aware of the objectives, competencies and skills to be developed by students in field based experiences.

4. The new program ought to include a professional development component which would provide training to public school personnel involved in the program as well as updating and upgrading the competencies of College of Education faculty.

5. There should be more team teaching by faculty with public school personnel, exchanging of positions, etc.

6. Microteaching, videotaping, simulation, etc. should be considered as alternatives to certain types of field based experiences.

7. Research and evaluation ought to be a priority.

8. A large percentage of those surveyed are not continuing in their education at the University. Marketing strategies and creative programs need to be designed.

APPENDIX A

UNIVERSITY OF MAINE *at Orono*

College of Education

Shibles Hall
Orono, Maine 04469
207/581-7029

April 10, 1981

Dear Colleague:

The College of Education, University of Maine at Orono, has embarked on a comprehensive planning effort with colleagues in the University, the public schools and the Department of Educational and Cultural Services to redesign the college programs and procedures for the preparation of teachers for the 1980's and 90's.

The input of various groups will be solicited. There will be a variety of planning activities, and it is expected that the process will involve a large number of individuals and groups.

You will have an opportunity for continuing participation in the planning process by choosing membership on:

(1) the planning leadership team

(2) an ad hoc task group, or

(3) a local advisory committee.

These groups will be more fully explained at a meeting which has been arranged with your school system.

The attached survey represents the first opportunity for your input, and we would like you to take a few minutes to complete this form.

Cordially,

Robert A. Cobb
Dean

Your school district meeting has been scheduled at: _____ Date

_____ Time

_____ Place

RAC/mp

University of Maine at Orono

College of Education

SURVEY FORM

Position in school system _____ If you teach, grade/s taught _____

Subject/subject areas taught _____ Years of teaching experience _____

Are you currently enrolled in a degree program? _____

	Bachelor's Degree	Masters Degree	C.A.S.	Doctorate
UMO	_____	_____	_____	_____
Other college in Maine	_____	_____	_____	_____
Other type of college/university out of state	_____	_____	_____	_____

KEY: Strongly Agree 1 Agree 2 No Opinion 3 Disagree 4 Strongly Disagree 5

1. Teacher training procedures need to be redesigned for the 1980's and 90's. 1 2 3 4 4
2. Teachers need to acquire new skills and techniques to be effective in the 1980's and 90's. 1 2 3 4 5
3. Teacher preparation programs need to prepare a person as a specialist in the learning and teaching process. 1 2 3 4 5
4. Teacher preparation programs need to prepare a person with a strong liberal arts background. 1 2 3 4 5
5. Teacher preparation programs provide enough field based experiences. 1 2 3 4 5
6. Teachers in the field have a responsibility to provide input into the undergraduate preparation of teachers. 1 2 3 4 5
7. List the preservice education experiences that have been most helpful in your teaching. _____
8. List the preservice education experiences that have been least helpful in your teaching. _____
9. Ways that teachers in the field might assist in the undergraduate preparation of teachers are: _____

APPENDIX B

Public School Visitations for Planning Teacher Preparation Programs

Date	Place	District	Staff	Time	Contact Person
Apr. 13	Dexter High School	S.A.D. 46	95	2:45 p.m.	Mark Keegan
Apr. 14	Caravel Jr. High	S.A.D. 23	30	3:00 p.m.	Norman Soucie
Apr. 15	Penobscot Valley H.S.	S.A.D. 31	75	1:15 p.m.	Otis St. Thomas
Apr. 16	Etna-Dixmont School	S.A.D. 38	20	3:00 p.m.	Norman Soucie
Apr. 28	Asa Adams School, Orono	U 87	110	3:45 p.m.	Joseph Matava
Apr. 29	Penquis Valley Middle School, Milo	S.A.D. 41	75	1:00 p.m.	Walter MacDougall
May 5	J.A. Leonard Junior High	Old Town	150	2:30 p.m.	Bryce Grindle
May 8	Millinocket	Millinocket	140	1:00 p.m.	Donald Hackett
May 12	Hermon Elementary	U 34	90	2:30 p.m.	Michael O'Brien
May 13	Holden School	S.A.D. 63	45	3:30 p.m.	Arthur Wells
May 14	Sedomocha Jr. High, Dover-Foxcroft	S.A.D. 68	65	3:15 p.m.	Ann Bridge
May 18	Brewer Jr. High	Brewer	155	2:15 p.m.	Alton Hadley, III
May 19	Greenville H.S.	S.A.D. 2	45	2:15 p.m.	James Richards
May 20	Piscataquis Community H.S. Guilford	S.A.D. 4	70	3:00 p.m.	Arthur "Skip" Hanso
May 21	Vocational School, Ellsworth	U 92	85	2:45 p.m.	Gordon Donaldson
May 26	Dr. Carl E. Troutt School, Mattawamkeag	S.A.D. 67	95	3:00 p.m.	Scott Snedden
May 27	Lewis Libby School, Milford	U 90	55	3:15 p.m.	Lawrence Lewis
May 28	Schenck H.S., East Millinocket	U 113	85	3:10 p.m.	Ralph Ryder
June 2	Fairmount School	Bangor	285	3:00 p.m.	Judith Pusey

APPENDIX C

Least Helpful Experiences

Sample Comments

1. Some methods courses
2. EdB2, EdB3, EdB4 too theoretical; not enough "hands on"
3. Visitation and a "participating" lesson. (I taught one lesson to a class.)
4. Education courses
5. Methods courses
6. Education courses. The tenseness of having an advisor with whom I could not communicate.
7. Filling in records like teacher's grade book.
8. Majoring in history and teaching kindergarten. Psychology would have been more appropriate.
9. Preparation of audio-visual materials. Use of audio-visual equipment.
10. Theory courses. Not being able to test things out. Not dealing with the real world.
11. Block courses. Some literature courses.
12. Philosophy of education courses.
13. Vague methods courses that really don't teach methods at all - what a waste of time and money.
14. College chemistry and physics
15. Elementary music courses.
16. Observation
17. Lack of any courses in handling discipline problems
18. Philosophy courses.
19. Required courses for my degree.
20. Textbook courses. Theory isolated from practice.
21. Basic courses, history, math.

22. History of education.

23. Liberal Arts related courses.

24. Being taught courses by college teachers who never taught outside the college level.

25. Psychology courses.

26. Units assigned. Lesson plans.

27. Fine Arts requirements

28. Meaningless assignments

29. Field experiences

30. Unmotivated, uninteresting professors

31. Educational psychology

32. Mini courses

33. Supervision of student teaching

34. Statistics

35. Constant lecturing

36. Teaching demo lessons in methods courses

37. Classes which required a project, bulletin board etc. for which I had to dream up make-believe situations

38. Memorization of materials to just pass a course.

39. Student teaching

40. I found that many of the methods courses taught the same thing. How to write a lesson plan, instead of focusing on methods of teaching a particular subject.

APPENDIX D

Most Helpful Experiences

Sample Comments

1. Student teaching.
2. Teaching a class being videotaped
3. Liberal arts courses
4. Substitute teaching
5. Practical experience from methods courses
6. Communication with teachers from other school systems
7. Getting into a classroom that let me get involved not just observe
8. Methods courses
9. Observation
10. Glasser - Schools Without Failure Workshops and Training Institute
11. In class experiences
12. Travel
13. Wide reading background
14. Extra curricula activities in college
15. Teaching swimming in a summer camp
16. Tutoring in an one-to-one basis, volunteer aid in classroom at all levels
17. Practical experience in the field - worked in business 8 years
18. Workshops
19. Field experience in hospitals
20. Volunteer work
21. Teacher aide
22. Community work
23. Arts, crafts, piano, guitar, sing

24. Working with well experienced teachers or specialists.

25. Volunteer work at the Levinson Center, 14th St. School and summer employment at a camp for developmentally delayed children

26. Babysitting

27. Teaching special lessons in a regular classroom such as language arts or math

28. Doing case studies

29. Helping with remedial work

30. Telling stories to school children

31. Doing small teaching projects with small groups of children

32. Military service

33. Courses in my major field

34. Method courses or workshops that dealt with practical application in the classroom rather than theories. Showed us how to prepare materials to use.

35. Children's Literature

36. Working with Head Start Program

37. Summer job

38. Bringing up my children

39. Practicum and field experiences

40. Visiting other schools.

APPENDIX E

Ways in Which Teachers in the Field Might Assist in the Undergraduate Preparation of Teachers

1. Open your classroom to more who would participate.
2. Discuss problems with college educators and students.
3. Allow more observation or ideas for better teacher preparation.
4. I want to be helpful by inviting undergraduate students to my classes to observe and try a few lessons. I feel that methods are much more effective taught on the job rather than being told by a professor.
5. Workshops, seminars.
6. Student teaching longer. Student teach before you take some methods courses.
7. Orientation on the particular school policies so that the instructor knows the regulations, as well as the objectives and aims -- every school has different emphasis and requirements.
8. Take students more often during their college years, rather than for just 1 to 8 week period. Possibly a longer observation period and then later a teaching experience of longer than 8 weeks.
9. Give presentations at the college level.
10. Teachers allowing visitations. Teachers being eager to take on and help student teachers.
11. Working with student teachers for longer than 8 weeks. Working with more aspects than just teaching - perhaps required to spend time with other school officials, department heads, administration, guidance, school psychologists, etc.
12. Having practice teachers; allowing college student observations, submitting suggestions and tips that they have found successful; improving oneself.
13. Serve on committees when willing to cooperate; suggest additional studies for courses for education major. (i.e. psychology, practical courses, professional aims, etc.)
14. Providing "shadowing" experience to prospective teaching candidates early in their program.
15. Allow more time in the classroom for observation and set aside time after or during school for consultation with interested students.
16. Student observations; filming techniques in use; recording lesson
17. Provide video tapes of actual classes; address the problems of discipline.

18. Open classroom doors to students for observation and practice.

19. Letting students into classrooms for experiences.

20. More diversified student teaching experiences, earlier exposure to classroom.

21. Senior seminar - a small group discussion on a weekly -- bimonthly basis with a small group of experienced teachers.

22. Take student teachers.

23. Resource people. Models.

24. Lengthen field experience; supervision.

25. Allowing students to come for their FEEP

26. By allowing more time for students to observe classroom procedures at the junior and senior level and by guiding them into practice teaching when the classroom teacher thinks they're ready.

27. Using students as volunteer aids with 3 cr. given to both teacher and student by semester. At best a year of it with change in systems or schools at the semester break. Students should work as a building aide part of that time and as a specific room aide part of the time.

28. Keep the classroom door open for undergraduate students.

29. Input and problems in public education.

30. Class involvement.

31. Let them participate in the classroom. Engage in dialogue of experiences with undergraduates.

32. By allowing them to participate in field experiences.

33. More actual field experiences -- active participation in classes. Giving students the opportunity to work with students who are interested in teaching at their grade level; i.e. assisting and helping elementary majors, not those in physical education who are not interested in teaching elementary grades.

34. Allowing them to work for whole days in the classroom.

35. Exploratory Field Experiences. Professional day to attend UMO classes and answer questions of prospective student teachers.

36. Field based experiences. Serve as part of seminar groups.

37. Allowing undergraduates to try out their ideas and methods in the classroom all throughout their 4 years of college.

38. Take student teachers, allow model lessons to be presented by students, allow students to read to the children; give remedial help.

39. Offer themselves for discussion and guidance and their rooms for observation and teaching experience projects.

40. Undergraduates should be assigned to "quality" teachers at earlier stages of the program for longer on-site internships.

41. Participation in the FEEP, student teaching and special study programs. Let students in the classroom for observation, study and limited teaching experience. Keep all experiences positive.

42. Opening classes to undergraduates

43. By way of seminars, discussion groups

44. Field experiences with teachers and seminars and discussions on topics related to the educational field where teachers can share them experience. More emphasis on the subject being taught instead of the methods. This will ascertain that teachers are well instructed in the subject they teach.

45. Teachers should have undergraduates work in their classroom whenever possible

46. Teachers who take practice teachers should be high caliber educators who want to train teachers.

47. Evaluating various programs.

48. Give the student more freedom. Let him teach from the first instead of observing for a while. Meet with him after school and point out the good things he has done and suggest ways of improving his techniques.

49. Undergraduate teacher preparation should include at least 1 full year working as a student teacher under an experienced teacher in his or her own field.

50. Do not wait until the last year of college to get classroom experience.

51. Willingness to have student teachers, student observers, etc. Involvement with high school students interested in children.

52. Teachers could meet and talk to future teachers. There should be possibility of doing team teaching with these students.

53. Allowing undergraduates to come into classrooms and work with students and the sharing of our thoughts and ideas on classroom management and discipline may be the best ways we can help new teachers prepare for their role

54. Working as cooperating teachers for student teachers

55. Have opportunities to provide input through questionnaires.

56. Swap shop workshops that might show certain techniques that will or will not work. Some things might work in one situation but not at the other. You must have two battle plans to find victory

57. Working in classrooms. Planning and executing lessons with small groups and entire class situations. Working one to one with a child developing communication skills through verbal and non-verbal signals.

58. Continue to have student teachers in the classroom for longer periods

59. Having undergraduate and classroom teachers design curricula related to courses being taken. Having undergraduates working in schools with staff and pupils (i.e. sports, tutoring)

60. Help in field experiences

61. Opening the schools to college students for visitation, early experiences, applying skills from courses in actual classes.

62. Continued input into the collegiate education, allowing for education students to participate in more field experiences, practicums, etc.

63. Counseling, sharing experiences, teaching courses

64. Report back to UMO periodically or questionnaire to teachers in the field.

65. Teachers to go to UMO to discuss classroom situations, lessons, etc.

66. Have teachers meet with some students or have a class with teacher and students to discuss ideas, problems, etc.

67. Allowing undergraduates in the classroom

68. Give their honest opinion to the administrators of UMO

69. Provide field experiences

70. Allowing undergraduates to spend more time with children. I know efforts have been made recently to get more field experiences, courses have got to get more structured and demanding as a rule

71. Be available for field based experiences

72. By giving as many varied experiences as possible. By letting the student take over the whole class for at least 2 weeks

73. Provide field experiences

74. Attend more in-service meetings presented by the university. By more communication from classroom teachers to the university.

75. More time in the classroom

76. There are many excellent teachers who could and should be used as Master teachers for 1 or more student teachers or interns. The teachers need to be involved with the University prior to the student teachers arrival and in on-going program evaluation. Master teachers should be adequately compensated - seen as learned professionals and paid well for their service. They should also have the use of resources of the University. Perhaps this can be worked out as a combined Masters or doctoral/undergraduate program. The Master teacher could further her own education while training future teachers.

77. By allowing people to practice teach in rooms

78. Continue FEEP and add a short term two week junior year student teaching

79. Allowing more students in their classrooms at various stages in their college studies

80. Continue to participate in field experience programs

81. 16 weeks of student teaching. Students should be provided with the opportunity to observe many different classrooms where a variety of teaching methods are being used

82. Letting students observe and help in classrooms suggesting or planning courses that would be beneficial to future teachers

83. More exposure to and use of class texts in methods courses

84. Learn by doing - get undergraduates in the classrooms with the kids

85. By allowing the student teachers more responsibility

86. Just knowing the U of M will listen to what teachers have been saying for years. Bridging the gap between theory and the practice

87. Giving them experience in our classroom, talking to them about teaching

88. Allow classroom observation and participation

89. Have some released time to explain to the undergraduate what teaching is all about (a realistic situation - no fantasy world) then give the undergraduate opportunity to observe later and have a certain amount of responsibility to them

90. Practical advice. The classroom as it really is, not as we wish it to be with ideal situations and equipment

91. Workshops informing future teachers about the teachers role in the classroom. More teachers who are directly involved with children teaching courses to college students

92. Helping with practicum and student teaching experiences, their strengths and weaknesses coming out of college

93. Invite undergraduates in the classroom to see the procedures; techniques, problems, etc. Lectures from teachers presently in the field

94. I feel teachers should be required to return to the university for 60 to 90 days of graduate course work and academic enrichment

95. Having student come into their classroom and observe or even better to get involved. Students plus teachers talk about teaching

96. I feel prospective teachers must be exposed to actual classroom teaching during the first or second year of college. Experienced teachers acting as advisors during the time

97. Through informal discussion sessions and question and answer periods

98. Practice teaching for longer time. Observation period lengthened

99. Be invited to tell aspiring teachers "the way it is" not the theoretical how it is

100. Unless teachers have kept current with their own college exposure, I feel their assistance is severely limited. Many changes take place and unless the teacher is exposed to these changes their ideas and suggestions are based on experiences many years past.

101. Truthfulness in replies - such as Early Experience Program, student teaching. Basic problem-professors spending time with children not getting out of touch.

102. Share experiences and ideas

103. Lesson plans - preparation

104. Invite teachers in a seminar type class and not just from Orono

105. Probably some seminars with teacher candidates would be helpful

106. Providing practical management strategies and understanding of different methods for different ability groups

107. Helpful conversation

108. Assist in pre-professional experiences

109. Point out areas of faults in the past programs

110. Cooperation for observation, student teaching and other similar experiences

111. I suggest a 4 year college - 1 year internship with cooperating teachers in the field

112. Have student teaching for 1 year (5th year)

113. More input in preparing students

114. Input into a designated force in every year. Student teachers could be sssigned to various S.A.D.s

115. Offering input into the design of the curriculum to prepare teachers

116. Have them assist putting together of college of education curriculum

117. Use them as part of the instructional program. Get your college professors out into the real world.

118. Undergraduate teachers should be made aware of discipline techniques and ways of working with young people not by a college professor with no experience but a person with experience in the field.

119. Let the undergraduate students know what they should focus their preparation of teaching skills on and what to watch out for in the classroom, i.e. strong discipline, methods of discipline

120. Be able to meet with undergraduates and have a chance to talk and answer any questions

121. Telling them like it is

122. Have students in for discussions and visits, like your freshman program. Invite teachers to come to the education classes to instruct and teach the real world to students. Many teachers who have taught in the elementary and high school, know far more and can tell future teachers much more than any college teacher ever read out of a book. Experience is the best teacher. Teachers should be the greatest tool in the instruction of future teachers.

123. Have an open door policy whereby freshmen, especially, can visit and work in our classes for more than a couple of days

124. Other than student teaching experiences. Maybe college credit could be given to teachers who help plan studies or take on the extra work

125. Assist with more field experiences and working with groups of children in their classrooms

126. Showing curriculum and the reasons behind their construction

127. Provide more opportunities to actually participate in the teaching experience

128. Teach them well while they are secondary students

129. Talk with students in their education courses

130. Offering their classrooms as experience sites for undergraduates

131. Contributing successful teaching ideas to a "sharing book" - opening their classrooms as practice sites. Talking about their classroom problems and successes with student enrolled in education classes (bring teachers into UMO classes as guest speakers)

132. Having more students in the classroom to work with children

133. More inservice training with teachers prior to student teachers

134. Invite students into the classroom to use some of their materials to teach a certain concept. Discussion groups on discipline problems; what to do and how to cope with disruptive students. Teachers rights and school law. Teacher salaries.

135. To continue to hold planning meetings with UMO staff as you are now doing. Call classroom teachers out to talk with undergraduates.

136. More student teaching. More form and records programs.

137. By having students for longer times; having students come in and work with special need students and small groups. It would be nice if students could observe grades K to 12 to better understand what one can expect from different age groups and choose one they prefer for student teaching.

138. The first year after graduation student should be an apprentice with supervision both from the schools and UMO

139. Have student teacher prepare and teach unit

140. Relate real world experiences; suggest changes during workshop

141. Listen to what classes we felt we learned the least in and change it so that the next class will benefit and learn someting they will be able to use in the classroom. Letting students become more involved in our classrooms.

142. Allowing students to spend time in their classrooms discussing situations, providing more opportunity for field experiences.

143. More hands-on experiences in the classroom

144. Taking student teachers. Taking freshmen ten weeks stints in the classroom. Visit campus for exchange of ideas, philosophy.

145. To assist professors or teach undergraduates from field experience, to open up our classrooms and brains to these students so they learn first hand

146. Regular consistent, required involvement during all four years of teacher preparation

147. Allow classroom experience, advice

148. Have more students in regular classrooms. Get them involved in activities with students and in preparing materials. Organize committee of teachers to come up with guidelines necessary for the new teacher coming into buildings. More education at college level on classroom management - perhaps teachers could be involved in suggestions and ways they've handled certain behaviors

149. Observing classrooms in action and then teaching - more doing necessary

150. Prepare model lessons and activities to best teach student a set of objectives or techniques. Be prepared to permit student to lead an activity with proper guidance. Discuss ways to handle specific class behavior situations - individual and group dynamics

151. Teachers should have their classrooms available for a resource to the colleges. Students should have a field based experience at least four weeks every year of their college training

152. More student teaching experiences

153. Teachers could have a student for practicum as well as student teaching. Many teachers could have one student each 8 week session. Students at some colleges in Mass. & Vermont are in public schools for 2 academic years rather than 8 weeks. Undergraduates should get into public schools by sophomore year. Somewhere along the line there needs to be a more thorough screening in the colleges themselves.

154. Input to college/university. Accepting student teachers in their classroom for learning experiences and guidance.

155. Sessions where "experience" can talk to students in education

156. More realistic approach to teaching

157. By accepting student teachers or students on classroom observation, by counseling prospective teachers

158. I think it might be a good idea to have selected teachers in the field be a guest lecturer to classes of teaching and discipline courses. This arrangement could be made very easily between schools and colleges and could be very beneficial.

159. On the job experience. Know before you go!

160. Advice on obtaining appropriate material, i.e. for various reading levels. Workshops where teachers inform students of potential problems, i.e. discipline, handling emotional issues. More field experience requirements for secondary level

161. To have student teachers - to allow students to come into classes and see what goes on. To list important things that should be emphasized more in the training of a teacher

162. Become better teachers themselves and share ideas with the college and future teachers

163. Series of conferences given on Saturdays - panel discussions on various topics with teachers on the panel and undergraduates in the audience asking questions, etc. For their participation, teachers receive 1 credit hour recertification credit

164. Input such as this

165. Communications is important. By talking to prospective teachers, letting them observe classes, experiences such as student teaching - but it should be done the first year of college as an exploratory experience. Too many people training as teachers don't get first-hand experience until their senior year when its too late to change majors if you discover you don't like teaching

166. Being more involved in consultation with school of education; use those in the field to keep professors updated. It would be nice to see some of the occupants of the "ivory tower" working in the field every so often. Reading about new trends without experiencing them is oftenuseless. This workshop forced many of us to become more familiar with a practical approach to a problem. Most professors lack this experience.

167. Two year internship with Master teachers. One year methods. One year Liberal Arts

168. Observing in classroom, Helping remedial students, making learning centers.

169. Advice, students assisting a classroom teacher in the classroom, becoming an active part of classroom experience while in early learning stages

170. Allowing students to visit their classes and being free to answer questions or to discuss problems they might have

171. Expanded student teaching. Guest speakers to university classes

172. Perhaps help in giving courses to undergraduates talk to them about experiences. More work on effective discipline, if possible actual experience in disciplining

173. Prepare them for all the unnecessary meetings and all the paper work. Too much time is spent here and on discipline. They need to learn that in reality teaching is not like their "perfect" classroom type simulations

174. Panel discusisons, video tapes of classes for undergraduates to watch/discuss etc. exposure of undergrads to children of all types with their problems, abilities, etc. Also the new teacher is totally unprepared for the politics of a school system and the politics of various people in the community. They are not ready for the axes NEA grinds either!

175. Giving ideas which work for them

176. Sharing idea, techniques, experiences, behavior management

177. Discipline, dealing with parents. At the beginning student teachers have no idea of teaching. There should be a program to prepare that senior in classroom discipline talking with parents, and talking with students

178. Have an intern program at the college's local level that would give undergraduates exposure for a short time each week in same classroom for a particular subject

179. Volunteer their classrooms for observation, and student teaching experiences

180. There should be more field experiences for prospective teachers beginning as a freshman. A secondary teacher needs more than one subject area methods course. The length of time a "would be" teacher is exposed to child, school and administration should be more than an hour or two per week.

181. Making lesson plans - registers - coping of various levels of kids - discipline - spur of the moment lessons - A.V. materials - exposure to reading series (basal readers) - everything that deals with teaching on a daily weekly, monthly and yearly basis.

182. Having them spend time in classrooms for observation lessons starting as freshmen at more than one grade level

183. Allowing college students to visit our classrooms, by speaking (informally) with students interested in a teaching career. Spend more time in the classroom - starting as college freshmen!

184. Allowing students to observe their classrooms.

185. Less observation soph. year and more classroom participation with children through practicums

186. Opening their classrooms for more (hands on) experience. Speaking to undergraduates about their experiences

187. Exercising more responsibility in evaluating student teachers. Evaluators tend to be too understanding, too unrealistic unless they know their evaluations will be considered meaningful

188. Act as consultants, particularly beginning teachers who knows what they should have had to prepare them for teaching within one week of entering their own classrooms

189. Seminars with experienced classroom teachers. More observation by student of undergraduate study

190. Having students in the classroom during college vacations

191. Give students more time in their classrooms. A course that should be offered to English majors is how to teach grammar effectively. None of the courses I took in college dealt with teaching any form of grammar, only writing and literature. I feel inadequately prepared in teaching grammar.

192. Offering the classroom for observation

193. List courses that were most beneficial to them; present forums in classroom where teachers of a particular subject or area present their everyday problems for the class to solve

194. Direct interaction (shared coursework - we can learn from each other

195. Input on the type of course that should be available in our particular fields

196. Open up classrooms for observation and meet with students to discuss observations

197. A perspective teacher should first earn a degree in one content area. A Master's degree should be a requirement for certification. The Masters should be in a specific educational area

198. Having student teachers in the classroom. Perhaps taking part in seminars at UMO (professors, students and teachers together)

199. Ask Recreation majors to meet their classes

200. visitations, internships in addition to practice teaching

201. Speak to groups about realities of the class. Share "tried" ideas. Share techniques. Be a student teacher supervisor (Haven't seen many here.) Open their classrooms to undergraduates for visitations, so the future teacher can see, first hand, public education in action (I'd be very willing to welcome visitors! It is also a great dis-service to an individual and the teaching profession if an obviously unprepared individual is given a certificate for teaching. Supervisors, as career counselors, should be sure that a prospective teacher likes children, can handle stress, has a reasonable amount of imagination, an open mind, a willingness to work, and is prepared to teach children, not subjects!

202. Opening their classroom for students to come to observe real live children learning. From an observation, I've had students want to return to try something with my classroom. More courses like Dr. Lowell's reading and Language Arts course. I have had students from his course every semester since I began teaching. Some of these students even come back to work with my children in another area such as Math. Some have also returned to student teach.

203. Consultants, advisors, I feel that the gap between the schools is too wide

204. To be willing to accept undergraduates into learning environments and help them understand that children learn to grow even as they grow into academic learning

205. Provide for field experiences

206. Taking student teachers, allowing observation time

207. Improve courses, have courses with more meat (i.e. school law) Many of the graduate courses would be well suited for undergraduates. Better supervision of student teachers. More regular visits and better critiquing of lessons

208. To include them in classroom experiences. To help teach college classes. To have panel discussions in front of college classes

209. Have inservice programs with area school personnel and UMO education dept. to redesign teacher criteria. Have more professor (such as Bob Lowell) putting students into the classroom to teach a lesson in the particular course they are taking

210. Welcoming them into classrooms to observe and participate

211. More communication, co-operation between UMO College of Education and teachers, such as inservice. More field experiences, such as Dr. Lowell's Reading Language Arts course.

212. Willing to share ideas and suggestions and experience with undergraduates. Helping with not only planning lessons as such, but pre-teaching and evaluations of the ways a teacher is teaching should be always on-going. Suggest the undergrad. do some substituting before teaching!!!

213. Programs along the line of Dr. Lowell's Language Arts classes in Union #90. Schools expanded into other academic areas. Also classroom teachers invited into undergraduate courses to discuss education issues with the undergraduate students.

214. Suggesting courses to be taught to undergraduates. Teaching courses to undergraduates (as an undergrad. I would have appreciated courses from teachers rather than university staff.